



SOCIAL STUDIES • GRADE 3

Social Studies Assessments

FOCUScurriculum

Curriculum materials for **your** content standards

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Introduction

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Check Understanding Assessments

The following assessments are designed to assist you in evaluating your students' knowledge of Ohio's Science Content Standards. Check Understanding assesses the content of each *Focus on Ohio Standards* book. You will find multiple choice and short answer questions that assess literal and interpretive comprehension of each book's content. In addition, these assessments will evaluate your students' ability to synthesize and apply the content and concepts identified in the Ohio Academic Content Standards Benchmarks and Grade-Level Indicators. Students will obtain valuable practice in answering 2-point and 4-point response questions they will encounter on the Ohio Achievement Test.

Ohio Achievement Practice Test

Half-length practice tests that mirror the Ohio Achievement Test for science are available for each grade level. Visit our Web site at www.focuscurriculum.com for purchasing information.

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SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|--|-----------------------|
| Citizenship Rights and Responsibilities: A | Participation: 2 |
| Social Studies Skills and Methods: D | Problem Solving: 6 |

Assessments

Being a Good Citizen

Print pages 5–7 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Oliver Hazard Perry protected Lake Erie during the War of 1812. Even though his ship started to sink, he kept fighting.

What good citizenship trait did Oliver Hazard Perry use?

- Ⓐ persistence
 - Ⓑ compassion
 - Ⓒ compromise
 - Ⓓ volunteerism
2. What is it called when people do a job without being paid?
- Ⓐ respect
 - Ⓑ leadership
 - Ⓒ compromise
 - Ⓓ volunteerism

3. United States citizens have rights. They also have responsibilities.

Which is a right?

- Ⓐ voting
 - Ⓑ helping others
 - Ⓒ following the law
 - Ⓓ having compassion
4. Elizabeth Hauser was an Ohioan who helped women gain equal rights. She organized ten thousand women to march in Chicago for the right to vote.

Why was Elizabeth Hauser a good citizen?

- Ⓐ She gathered information about the problem.
- Ⓑ She raised money to help women gain rights.
- Ⓒ She showed Republicans that they were wrong.
- Ⓓ She saw the importance of respect for all people.

Check Understanding

Write your answers in the boxes.

5. The playground at Frederick Elementary School needs repairs. The swings and slide are broken.

Identify two steps the school should take to help solve the problem. Explain why each step is important. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer D is correct.
3. Answer A is correct.
4. Answer D is correct.
5. An exemplary 4-point response may include:

Identify: List ways to solve this problem.

Explain: It is important to think about all the options.

Identify: Think about how each possible solution might work out.

Explain: It is important to choose the solution that will have the fewest problems.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|--|-----------------------|
| Citizenship Rights and Responsibilities: A | Participation: 2 |
| Social Studies Skills and Methods: D | Problem Solving: 6 |

Assessments

Being a Good Citizen

Print pages 9–11 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Respect is a trait of a good citizen.

What is one way to show respect for others?

- A Be persistent.
- B Identify a problem.
- C Vote for your leaders.
- D Listen without arguing.

2. Megan Hunt is a young Ohioan who made a difference. She raised money for a Ronald McDonald House.

Which good citizenship trait did Megan Hunt practice?

- A civility
- B compromise
- C volunteerism
- D responsibility

Write your answers in the boxes.

3. Willow Elementary School is located on a busy street. Students and teachers want to make the area safer for students who walk to school. Each class lists ways to solve this problem.

Describe the next two steps that they should take in order to find the best solution. (2 points)

Describe

Describe

Check Understanding

Write your answers in the boxes.

4. United States citizens have many rights. They also have responsibilities.

Compare how rights and responsibilities differ. Then, identify one right and one responsibility. (4 points)

Compare

Identify

Compare

Identify

Assessment Scoring Guidelines

1. Answer D is correct.

2. Answer C is correct.

3. An exemplary 2-point response will include:

Describe: The classes should list the advantages and disadvantages to each solution.

Describe: The school should try out the solution with the most advantages and fewest disadvantages.

4. An exemplary 4-point response may include:

Compare: A right is something a citizen is allowed to do.

Compare A responsibility is something a citizen is expected to do.

Identify: An example of a right is the right to choose a religion.

Identify: An example of a responsibility is the responsibility to help others.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|--|-----------------------|
| Citizenship Rights and Responsibilities: A | Participation: 2 |
| Social Studies Skills and Methods: D | Problem Solving: 6 |

Assessments

Being a Good Citizen

Print pages 13–15 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. The principal at Morris Elementary wants to hold an event at the end of the school year. She asks the students for suggestions. Some students want to hold a field day with a neighboring school. Others want to hold a talent show. Still other students want to go on a field trip.

The principal asks the students to talk about the options and arrive at a solution that will please everyone. After a week of discussions, the students decide to have a talent show with a neighboring school in an auditorium in the state capital.

Which good citizenship trait did the students at Morris Elementary use?

- Ⓐ persistence
- Ⓑ compassion
- Ⓒ compromise
- Ⓓ volunteerism

Write your answers in the boxes.

2. The mayor of a small town has invited a different musical group to perform every Saturday evening throughout the summer. He hopes it will encourage community members to meet new people. The performances will take place on an outdoor stage near a home for the elderly.

Identify one possible advantage and one possible disadvantage to holding the performances in this location. (2 points)

Advantage

Disadvantage

Check Understanding

Write your answers in the boxes.

3. A school has identified a problem: more than fifty Canadian geese have been living on the soccer field for a month now. The school wants to remove the geese, but they do not want to hurt them in any way.

Explain the remaining four steps that the school should follow to find a solution. (4 points)

Step 2

Step 4

Step 3

Step 5

Assessment Scoring Guidelines

1. Answer C is correct.
2. An exemplary 2-point response may include:
 - Identify:** An advantage is that community members will meet residents of the home.
 - Identify:** A disadvantage is that the music might disturb the residents of the home.
3. An exemplary 4-point response may include:
 - Step 2:** Gather information about the problem.
 - Step 3:** List ways to solve the problem.
 - Step 4:** Think about how each possible solution might work out.
 - Step 5:** Choose the best solution and try it out.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|--------------------------------------|--------------------------------|
| Government: A | Role of Government: 1, 2, 3, 4 |
| Social Studies Skills and Methods: A | Obtaining Information: 1 |

Assessments

Government in the Community

Print pages 17–19 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. A community is a group of people who live near each other.

What is the name for a community outside of a big city?

- Ⓐ county
 - Ⓑ suburb
 - Ⓒ rural area
 - Ⓓ township
2. Which form of government exists in a rural area?
- Ⓐ township trustees
 - Ⓑ city commissioners
 - Ⓒ mayor and city council
 - Ⓓ city council and city manager

3. Margot is concerned about the drinking water in her community.

Which community leader is responsible for making sure the water is safe?

- Ⓐ mayor
 - Ⓑ doctor
 - Ⓒ inspector
 - Ⓓ commissioner
4. Which form of government is not used in cities?
- Ⓐ mayor and city council
 - Ⓑ trustees
 - Ⓒ commissioners
 - Ⓓ city manager

Check Understanding

Write your answers in the boxes.

5. Taxes fund services for the community. There are three main types of taxes.

Identify two of these taxes and explain where the tax comes from. (4 points)

Identify

Identify

Explain

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer A is correct.
3. Answer C is correct.
4. Answer B is correct.
5. An exemplary 4-point response may include:

Identify: Sales tax

Explain: Taxes on items you purchase

Identify: Property tax

Explain: Taxes on land and buildings on the land

Identify: Income tax

Explain: Taxes on what people earn, such as their salary



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|--------------------------------------|--------------------------------|
| Government: A | Role of Government: 1, 2, 3, 4 |
| Social Studies Skills and Methods: A | Obtaining Information: 1 |

Assessments

Government in the Community

Print pages 21–23 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which is a service provided in all communities?

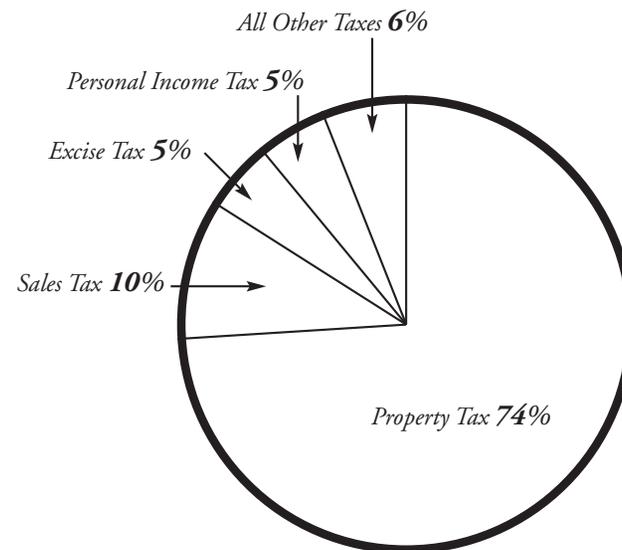
- Ⓐ police
- Ⓑ hospitals
- Ⓒ recycling
- Ⓓ soup kitchens

2. Most counties have their own government. In Ohio, there are 88 counties. All but one of these counties elects three commissioners.

Which of the following can these commissioners not do?

- Ⓐ make laws
- Ⓑ set up courts
- Ⓒ provide services
- Ⓓ decide how to spend money

3. The following graph shows the total taxes collected by one state.



Most of the money collected came from which type of tax?

- Ⓐ sales
- Ⓑ excise
- Ⓒ property
- Ⓓ personal income

Check Understanding

Write your answers in the boxes.

4. Identify the three main types of government in cities. Choose one type of government and explain how its leaders are chosen. (4 points)

Identify

Identify

Identify

Explain

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer A is correct.
3. Answer C is correct.
4. An exemplary 4-point response may include:

Identify: Mayor and city council

Identify : City council and city manager

Identify : Commissioners

Explain: In the case of a city council and city manager, the citizens elect people to serve in the city council. Then, the council appoints the city manager.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|--------------------------------------|--------------------------------|
| Government: A | Role of Government: 1, 2, 3, 4 |
| Social Studies Skills and Methods: A | Obtaining Information: 1 |

Assessments

Government in the Community

Print pages 25–27 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Many cities have a mayor and a city council.
How is the mayor of a city chosen?
 - Ⓐ The citizens elect the mayor.
 - Ⓑ A commissioner serves as mayor.
 - Ⓒ The city council appoints the mayor.
 - Ⓓ A county commissioner appoints the mayor.
2. Linnea hears her parents discussing income tax.
An income tax is a tax on what?
 - Ⓐ Items such as cars
 - Ⓑ Food and medicine
 - Ⓒ Money earned by working
 - Ⓓ Houses or other forms of property
3. Which newspaper headline gives information about a new service provided by a small town?
 - Ⓐ Inspectors Check Town Hall
 - Ⓑ Council Lowers Property Tax
 - Ⓒ Police Arrest Robbery Suspect
 - Ⓓ Nature Center Opens to the Public
4. Which type of community usually has a larger population?
 - Ⓐ urban
 - Ⓑ suburb
 - Ⓒ rural
 - Ⓓ township

Check Understanding

Write your answers in the boxes.

5. Identify the two types of government that exist in rural communities. Then, describe two services available to people in all rural communities. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. Answer D is correct.
4. Answer A is correct.
5. An exemplary 4-point response may include:
 - Identify:** Township trustees
 - Identify:** County commissioners
 - Describe:** Police protect people's security in rural communities.
 - Describe:** There is a court system in rural communities that helps protect citizens' rights.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: C | Growth: 3 |
| People In Societies: B | Interaction: 3 |
| Geography: D | Movement: 8 |

Assessments

A Changing Community
— The First 100 Years —

Print pages 29–31 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What city has been the capital of Ohio since 1816?

- Ⓐ Chillicothe
- Ⓑ Zanesville
- Ⓒ Cleveland
- Ⓓ Columbus

2. By the late 1800s, some buildings in Ohio had plumbing.

Indoor plumbing meant that people no longer used what?

- Ⓐ oil lamps
- Ⓑ Outouses
- Ⓒ fireplaces
- Ⓓ electricity

3. The following map shows the National Road running through Ohio.



Who traveled to Ohio on the National Road?

- Ⓐ Native Americans
- Ⓑ African Americans
- Ⓒ immigrants from Europe
- Ⓓ people from the East Coast

Check Understanding

Write your answers in the boxes.

3. The population of Columbus increased quickly. In 1815, there were about 700 people. By 1880, there were nearly 52,000 people.

Describe two ways the city changed with the growing population. (2 points)

Describe

Describe

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Answer D is correct.
4. An exemplary 2-point response may include:
Describe: The city opened schools and the first college.
Describe: Newspapers were printed in more than one language.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: C | Growth: 3 |
| People In Societies: B | Interaction: 3 |
| Geography: D | Movement: 8 |

Assessments

A Changing Community
— The First 100 Years —

Print pages 33–35 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What is one way that buildings in Ohio had changed by the late 1800s?
 - Ⓐ They had windows.
 - Ⓑ They were built with bricks.
 - Ⓒ They had two or more stories.
 - Ⓓ They were built near railroads.

2. Why did African Americans come to Ohio in the 1800s?
 - Ⓐ Slavery was illegal there.
 - Ⓑ Transportation was easy.
 - Ⓒ The soil was good for farming.
 - Ⓓ The state had more than 50 churches.

Write your answers in the boxes.

3. Identify one group of people that lived in Ohio before the white explorers arrived. Describe one of their practices. (2 points)

Identify

Describe

Check Understanding

Write your answers in the boxes.

4. Ohio's geography is one reason that many people settled in the state.

Identify two features of Ohio's geography and explain how each helped the early settlers. (4 points)

Identify

Identify

Describe

Describe

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer A is correct.
3. An exemplary 2-point response may include:
Identify: Mound Builders
Describe: The Mound Builders built huge mounds of dirt. Their most famous mound is called Serpent Mound.
4. An exemplary 4-point response may include:
Identify: Rich soil
Explain: Farmers could grow many crops.
Identify: Rivers
Explain: Shipping goods was easy.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: C | Growth: 3 |
| People In Societies: B | Interaction: 3 |
| Geography: D | Movement: 8 |

Assessments

A Changing Community
— The First 100 Years —

Print pages 37–39 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What is one change that occurred in Columbus, Ohio because of immigration?
 - Ⓐ Natural resources became available.
 - Ⓑ Insects from swamps spread sickness.
 - Ⓒ Newspapers were printed in more than one language.
 - Ⓓ Families cooked on stoves and got heat from furnaces.

2. Chillicothe was the first capital of Ohio. Then it changed to Zanesville and back to Chillicothe again. Finally, Columbus became the state capital in 1816.

Why was Columbus selected as the state capital?

 - Ⓐ It was located near forests and a river.
 - Ⓑ It was easy for people to reach from all parts of Ohio.
 - Ⓒ It was named after the explorer Christopher Columbus.
 - Ⓓ It was where most of the people in Ohio lived at the time.

Write your answers in the boxes.

3. Identify one way that the land in Ohio changed during its first 100 years as a state. Explain why this change occurred. (2 points)

Identify

Explain

A Changing Community: The First 100 Years

Check Understanding

Draw your time line in the box.

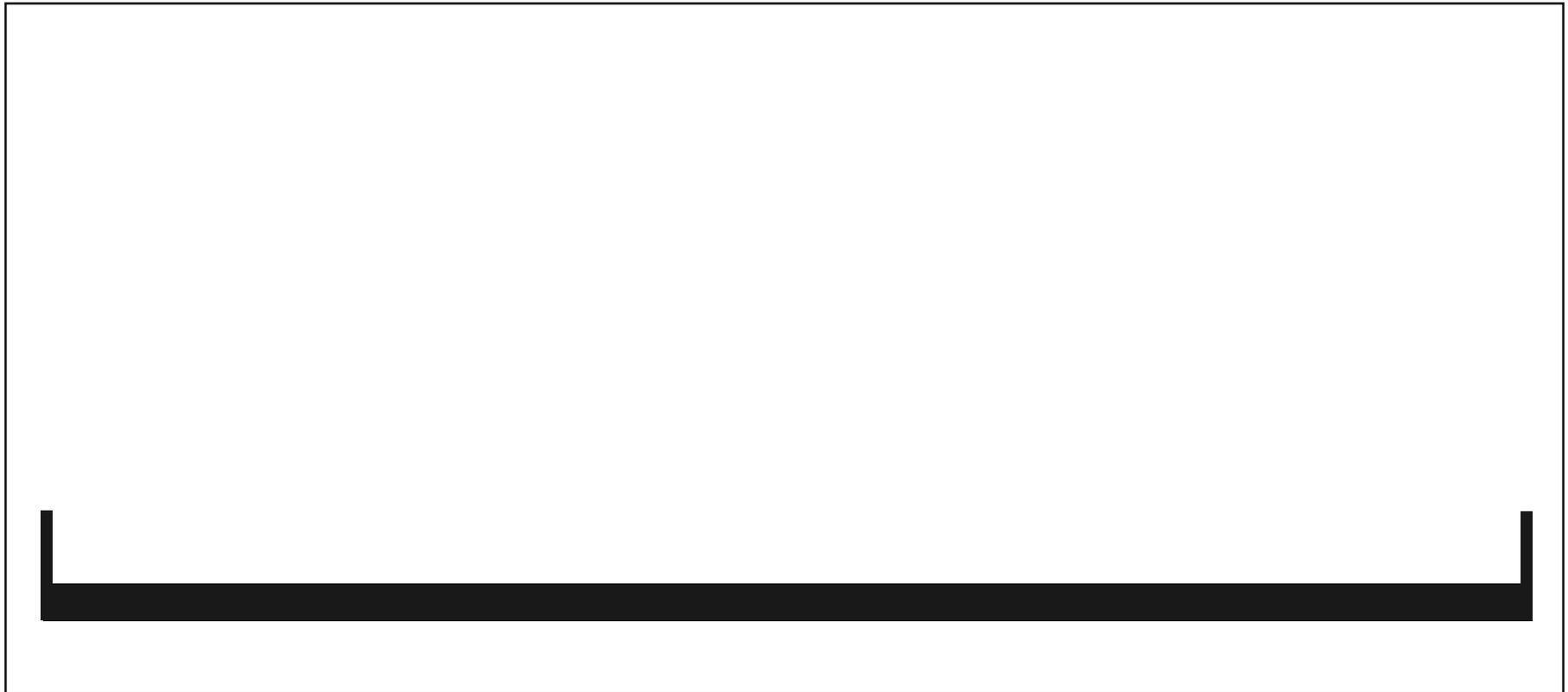
4. Draw a time line that accurately shows these changes in Ohio's community.

1880 - There are more than 50 churches in Columbus.

1807 - The Franklinton Post Office is built.

1870 - The Ohio Agricultural and Mechanical College opens.

1831 - The Ohio and Erie Canal reaches Columbus.



Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. An exemplary 2-point response may include:
Identify: People filled in the swamps.
Explain: They needed more land for shops. Also, the insects from the swamps were spreading sickness.
4. An exemplary 4-point response will provide a horizontal time line with appropriately spaced and labeled time intervals of all four events in chronological order.



SOCIAL STUDIES • GRADE 3

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: A | Chronology: 2 |
| History: C | Growth: 3 |
| People in Societies: B | Interaction: 3 |
| Economics: C | Markets: 7 |

Below Level

Assessments

A Changing Community
— The Second 100 Years —

Print pages 41–43 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. By 1900, barges were used to transport goods.

What kind of vehicle is a barge?

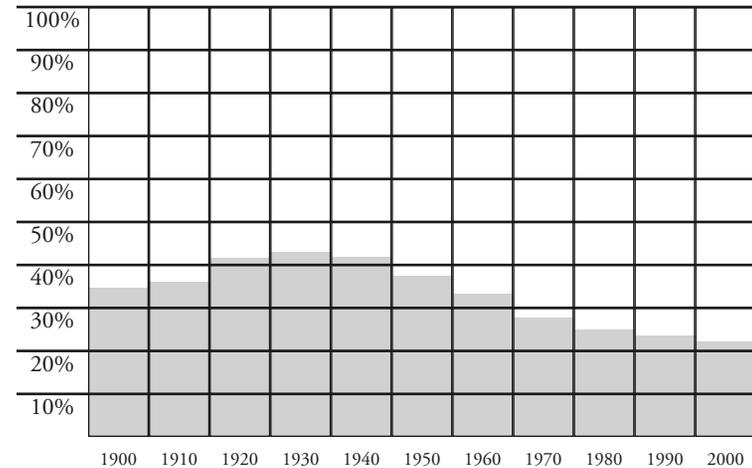
- Ⓐ car
- Ⓑ Boat
- Ⓒ train
- Ⓓ truck

2. How did the interstate system affect people in Ohio?

- Ⓐ It led to a strike.
- Ⓑ It made traveling easier.
- Ⓒ It closed down factories.
- Ⓓ It caused people to form unions.

3. The following graph shows the percentage of people living in cities between 1900 and 2000.

People Living in Ohio Cities



Which statement is true?

- Ⓐ People who did not live in cities lived on farms.
- Ⓑ More people lived in cities in 2000 than in 1900.
- Ⓒ There were more jobs in 1930 than any other year.
- Ⓓ More people lived in cities in 1930 than any other year.

Check Understanding

Draw your time line in the box.

4. Draw a time line that accurately shows these events.

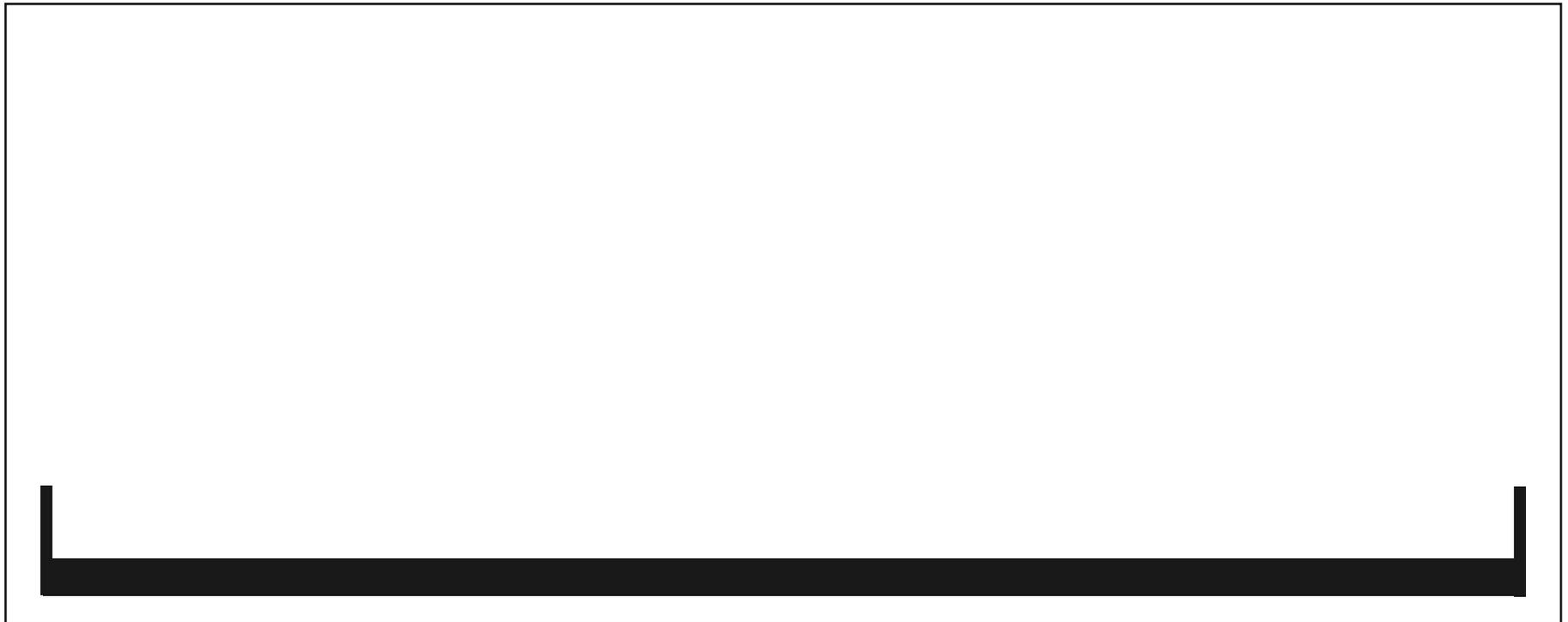
1956 - The interstate system is built.

1929 - The stock market crashes.

1948 - The first shopping center in a Columbus suburb opens.

1941 - The U.S. enters World War II.

Be sure that the events are in the correct order and that you label evenly spaced intervals in your time line. (4 points)

A large empty rectangular box with a thin black border, intended for drawing a timeline. The box is mostly empty, with a thick black L-shaped line at the bottom-left corner, possibly indicating a starting point or a specific time marker.

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer B is correct.
3. Answer D is correct.
4. An exemplary 4-point response will provide a horizontal time line with appropriately spaced and labeled time intervals of all four events in chronological order.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: C | Growth: 3 |
| People In Societies: B | Interaction: 3 |
| Geography: D | Movement: 8 |

Assessments

A Changing Community
— The Second 100 Years —

Print pages 45–47 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. What is one reason that people moved to the suburbs in the 1900s?
 - Ⓐ It was quieter there.
 - Ⓑ There were more stores there.
 - Ⓒ They could no longer find jobs in the city.
 - Ⓓ Most factories and companies were located in the suburbs.
2. Why did Northeast Ohio get the nickname “The Rust Belt”?
 - Ⓐ Many steel mills closed.
 - Ⓑ More banks were opened.
 - Ⓒ Railroads became old and in need of repair.
 - Ⓓ People stopped buying products made in Ohio.
3. What was one result of the streetcar strike in 1910?
 - Ⓐ Unions were created.
 - Ⓑ Drivers got more money.
 - Ⓒ The stock market crashed.
 - Ⓓ The interstate system was built.
4. Which was NOT a reason some companies and factories left the cities and moved to rural areas.
 - Ⓐ The land was cheaper.
 - Ⓑ There was more room to build.
 - Ⓒ Most people moved there.
 - Ⓓ Future expansion was easier.

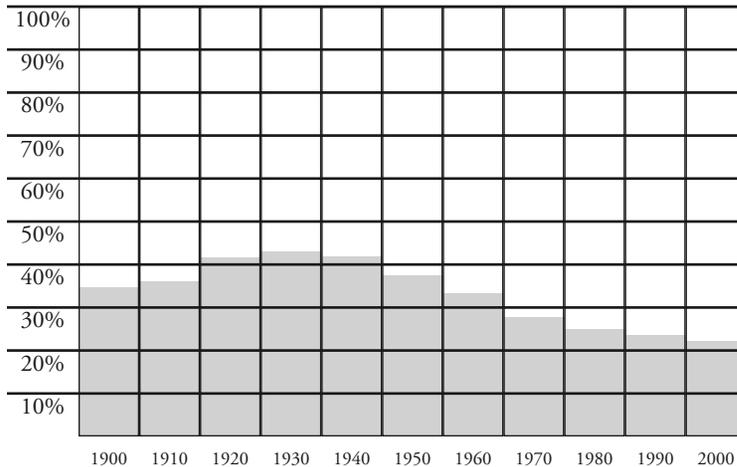
Check Understanding

Write your answers in the boxes.

5. The following graph shows the percentage of Ohioans living in cities between 1900 and 2000. Those who did not live in the city lived on farms or in suburbs.

Compare the number of people living in cities in 1930 and 1980. Identify two reasons for the changes in population over time. (4 points)

People Living in Ohio Cities



Compare

Compare

Identify

Identify

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer A is correct.
3. Answer B is correct.
4. Answer C is correct.
5. An exemplary 4-point response will include:
 - Compare:** In 1930, more than 40% of the people lived in cities.
 - Compare:** In 1980, about 25% of the people lived in cities.
 - Identify:** People came to the cities when there were plenty of jobs available.
 - Identify:** People moved out of the cities to avoid the noise and crowds.



SOCIAL STUDIES • GRADE 3

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| History: A | Chronology: 2 |
| History: C | Growth: 3 |
| People in Societies: B | Interaction: 3 |
| Economics: C | Markets: 7 |

Above Level

Assessments

A Changing Community
— The Second 100 Years —

Print pages 49–51 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Why did women begin working in factories during World War I?
 - Ⓐ The men held a strike.
 - Ⓑ The men were serving as soldiers.
 - Ⓒ The men could not work fast enough.
 - Ⓓ The men were constructing highways.

2. What was one result of the stock market crash in 1929?
 - Ⓐ More factories were built.
 - Ⓑ People began traveling in streetcars.
 - Ⓒ More families moved into the suburbs.
 - Ⓓ People could not get their money from banks.

Write your answers in the boxes.

3. Explain the purpose of a union and describe how the streetcar drivers union got a pay raise in 1910. (2 points)

Explain

Describe

Check Understanding

Write your answers in the boxes.

4. The first interstate highway system in Ohio was built in 1956.

Compare the original purpose of the interstate system with how the highways were actually used. Then, identify one advantage and one disadvantage to this highway system. (4 points)

Compare

Identify

Compare

Identify

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer D is correct.
3. An exemplary 2-point response will include:

Explain: A union is a group of workers that tries to improve their working conditions.

Describe: The streetcar drivers union went on strike. They refused to drive for ten weeks, until they were promised more money.

4. An exemplary 4-point response will include:

Compare: The highways were built to give soldiers a quick way to travel in the case of an attack.

Compare: There never was an attack, but the highways made it easy for people to travel between the suburbs and the city.

Identify: The highways made it easier to ship products.

Identify: The highways did not cross southern Ohio so few companies moved there.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|--------------|---|
| Economics: A | Scarcity & Resource Allocation: 1 |
| Economics: B | Production, Distribution & Consumption: 2, 3, 4 |
| Economics: C | Markets: 6, 7 |

Assessments

Community Producers and Consumers

Print pages 53–55 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Producers offer goods or services.

Which is an example of a service?

- Ⓐ Apple juice
- Ⓑ French fries
- Ⓒ Mowing a lawn
- Ⓓ Computer games

2. At the Z Shoe Factory, each worker has a different job.

One person laces the shoes. Another person puts the shoes in the box. A third person puts the boxes on a truck.

What is the effect of this division of labor?

- Ⓐ The company needs more supplies.
- Ⓑ The company can make shoes quickly.
- Ⓒ The company can pay workers more money.
- Ⓓ The company will charge more money for shoes.

3. Justine is an artist. She has a sketchpad with a few pages left. Her colored pencils are a few years old. She wants a new sketchpad and a new set of colored pencils. But, she only has money for one item. Justine decides to buy colored pencils.

What is the opportunity cost of Justine's decision?

- Ⓐ She already has a sketchpad.
- Ⓑ She cannot buy the sketchpad.
- Ⓒ She has enough colored pencils.
- Ⓓ She does not like the colored pencils.

4. Who is offering goods?

- Ⓐ a girl raking leaves
- Ⓑ a boy selling lemonade
- Ⓒ a father combing his child's hair
- Ⓓ a radio station that plays music for listeners

Check Understanding

Write your answers in the boxes.

5. Two stores are competing with each other. They both sell pet supplies.

Describe one way that Store A could put Store B out of business. Then, describe one way that both stores could stay in business. (2 points)

Describe

Describe

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer B is correct.
3. Answer B is correct.
4. Answer B is correct.
5. An exemplary 4-point response may include:

Describe: Store A could lower its prices.

Describe: Both stores could specialize. For example, Store A could sell supplies for dogs and fish. Store B could sell supplies for cats and rabbits.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|--------------|---|
| Economics: A | Scarcity & Resource Allocation: 1 |
| Economics: B | Production, Distribution & Consumption: 2, 3, 4 |
| Economics: C | Markets: 6, 7 |

Assessments

Community Producers and Consumers

Print pages 57–59 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which activity is an example of consumption?

- Ⓐ People buy popcorn.
- Ⓑ A movie theater sells popcorn.
- Ⓒ A movie theater shows popular films.
- Ⓓ People tell their friends about a movie they saw.

2. How can specialization help a business?

- Ⓐ The business can hire fewer workers.
- Ⓑ The business can lose customers easily.
- Ⓒ The business can sell products for a high price.
- Ⓓ The business can make a product quickly and well.

3. A new pizza restaurant opens in a small town. There is already a pizza restaurant that has been there for more than ten years. The owner is concerned that they will lose business.

What is one way the restaurant can keep its customers?

- Ⓐ The restaurant can hire more workers.
- Ⓑ The restaurant can use division of labor.
- Ⓒ The restaurant can make sure its prices are lower.
- Ⓓ The restaurant can open a new store in another town.

4. A store has shirts in three colors: yellow, blue, and green. You can buy only one, so you choose the green shirt.

What is your opportunity cost?

- Ⓐ the yellow and blue shirts
- Ⓑ the green and yellow shirts
- Ⓒ the blue and green shirts
- Ⓓ the green shirt

Check Understanding

Write your answers in the boxes.

5. An amusement park would like to expand and reach more people. The park has a choice to make. It can add more rides and games to its current location. Or, it can build a second park in a new location.

Identify the opportunity cost for each choice. Then, identify the producer and the consumer in the situation. (4 points)

Identify

Identify

Identify

Identify

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer D is correct.
3. Answer C is correct.
4. Answer A is correct.
5. An exemplary 4-point response will include:

Identify: If the amusement park adds new rides and games to its current location, the opportunity cost is the second park in a new location.

Identify: If the amusement park builds a second park in a new location, the opportunity cost is adding more rides and games to its current location.

Identify: The producer is the amusement park. The consumers are the people visiting the park.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|--------------|---|
| Economics: A | Scarcity & Resource Allocation: 1 |
| Economics: B | Production, Distribution & Consumption: 2, 3, 4 |
| Economics: C | Markets: 6, 7 |

Assessments

Community Producers and Consumers

Print pages 61–63 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. During breakfast hours at the Moore Diner, each worker has a specific job. Raul takes the customers' orders. Kate prepares the coffee, tea, and juice. Shayla cooks the eggs and pancakes.

What is one result of this division of labor?

- Ⓐ The customers will return for lunch.
- Ⓑ The food is prepared differently each time.
- Ⓒ The workers do not perform their jobs well.
- Ⓓ The restaurant can serve customers more quickly.

2. Khalil has saved his allowance each week for a month. He now has \$20. He wants to buy a video game or a basketball. Khalil goes to the store to look at each item. He decides to use his \$20 to buy the basketball.

What is the opportunity cost of Khalil's decision?

- Ⓐ He can buy the basketball.
- Ⓑ He cannot buy the video game.
- Ⓒ He cannot decide which item to buy.
- Ⓓ He can buy the video game next week.

Write your answers in the boxes.

3. Booker Printing Company decides to specialize in two services instead of ten.

Identify one advantage and one disadvantage to specialization. (2 points)

Identify

Identify

Check Understanding

Write your answers in the boxes.

4. Yuki has a small business. She bakes cookies for special occasions. This week, Yuki has five orders for cookies. She buys ingredients from the local grocery store. Then she spends the day baking. On Friday, she delivers the cookies to the people who ordered them.

Explain how Yuki is a consumer and a producer. Identify the other consumer and the other producer in this situation. (4 points)

Explain

Identify

Explain

Identify

Assessment Scoring Guidelines

1. Answer D is correct.

2. Answer B is correct.

3. An exemplary 2-point response will include:

Identify: One advantage to specialization is that the company needs to have fewer kinds of supplies on hand.

Identify: One disadvantage to specialization is that the company will go out of business if its customers no longer want the services it provides.

4. An exemplary 4-point response will include:

Explain: Yuki is a consumer because she buys products from the store.

Explain: She is as producer because she makes products to sell to people.

Identify: The other consumers are the people who buy Yuki's cookies.

Identify: The other producer is the grocery store, which sells products to customers.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Communities

Print pages 65–67 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Many German immigrants lived near the Miami and Erie Canal in Cincinnati.

What name did they give to this neighborhood?

- Ⓐ Oktoberfest
- Ⓑ Fleet Avenue
- Ⓒ Slavic Village
- Ⓓ Over-the-Rhine

2. Which group of immigrants helped build Ohio's first roads?

- Ⓐ Germans
- Ⓑ Poles
- Ⓒ Somalis
- Ⓓ None of these

3. In 2005, only 67 Poles came to Cleveland.

Why did so many more Poles immigrate to Ohio during the early 1900s?

- Ⓐ They needed jobs.
- Ⓑ They were escaping war.
- Ⓒ They had friends in Ohio.
- Ⓓ They wanted to build churches.

4. What was the center of most Polish neighborhoods in Cleveland?

- Ⓐ a grocery store
- Ⓑ Slavic Village
- Ⓒ a steel mill
- Ⓓ a church

Check Understanding

Write your answers in the boxes.

5. Germans, Poles, and Somalis have immigrated in large numbers to Ohio.

Choose one of these cultural groups. Describe two of the group's customs. (2 points)

Describe

Describe

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer A is correct.
3. Answer B is correct.
4. Answer D is correct.
5. An exemplary 2-point response may include:

Describe: Somalis live in large families.

Describe: Muslim Somalis wear special clothing. The women may wear a scarf around their heads. The men may wear long sleeves and a cap.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Communities

Print pages 69–71 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. How were Germans in Ohio affected by World War I and World War II?

- Ⓐ They lost their jobs.
- Ⓑ They returned to Germany.
- Ⓒ They opened their own schools.
- Ⓓ They only spoke German to one another.

2. What practice is common among Somali immigrants?

- Ⓐ Working in quarries
- Ⓑ Celebrating Oktoberfest
- Ⓒ Living in extended families
- Ⓓ Eating pierogies and kielbasa

3. Many Poles immigrated to Ohio in the early 1900s. Many Somalis immigrated to Ohio in the 1990s.

Why did Poles and Somalis come to Ohio?

- Ⓐ They were seeking new jobs.
- Ⓑ They were fleeing war in their homelands.
- Ⓒ They wanted to live near their extended family.
- Ⓓ They wanted to teach people about their heritage.

4. During World War I, why did many Germans in Cincinnati hide their background?

- Ⓐ They were embarrassed because Germany was losing the war.
- Ⓑ The Germans were new to Cincinnati and wanted to be good neighbors.
- Ⓒ People were angry with Germans in the United States because of the war.
- Ⓓ The Germans changed their names so they would sound more American.

Check Understanding

Write your answers in the boxes.

5. Germans, Poles, and Somalis have immigrated in large numbers to Ohio.

Choose two of these cultural groups. For each group, identify a cultural practice related to food and a cultural practice related to religion. (4 points)

Identify

Identify

Identify

Identify

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. Answer B is correct.
4. Answer C is correct.
5. An exemplary 4-point response may include:
 - Identify:** Poles enjoy traditional foods such as kielbasa, pierogies, and paczki.
 - Identify:** Muslim Somalis do not eat pork.
 - Identify:** Poles started many Roman Catholic churches in Cleveland.
 - Identify:** Somalis fast during Ramadan.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Communities

Print pages 73–75 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. By 1920, almost 68,000 Poles lived in Ohio.
What is the main reason that Polish immigrants came to the United States?
 A They were escaping war.
 B They were looking for jobs.
 C They needed more land for farming.
 D They wanted to set up Roman Catholic churches.

2. How do Somali immigrants celebrate Ramadan?
 A They herd animals such as sheep and camels.
 B They hold a festival and enjoy traditional foods.
 C They eat and drink only before sunrise and after sunset.
 D They invite family members to visit them in the United States.

Write your answers in the boxes.

3. Germans, Poles, and Somalis have immigrated in large numbers to Ohio.

Choose two of these cultural groups and explain how their cultural practices were similar or how they were different. (2 points)

Explain

Explain

Check Understanding

Write your answers in the boxes.

4. Compare the experience of German immigrants with the experience of Somali immigrants. Then, describe one challenge that Germans faced in Ohio and one challenge that Somalis have faced in Ohio. (4 points)

Compare

Describe

Compare

Describe

Assessment Scoring Guidelines

1. Answer A is correct.
2. Answer C is correct.
3. An exemplary 2-point response may include:

Explain: The Germans built churches and the Poles built churches.

Explain: Both immigrant groups brought their traditional foods to Ohio, and these foods are still available today.

4. An exemplary 4-point response may include:

Compare: Many German immigrants settled in a community together. They were able to find jobs building roads and canals.

Compare: Many Somali immigrants have had difficulty finding jobs because they used different skills in Somalia and cannot speak English.

Describe: The Germans in Ohio were not treated well during World War I and World War II because the United States was fighting Germany.

Describe: The Somalis have trouble finding houses big enough for their extended families.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Country

Print pages 77–79 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Why is Miami, Florida also known as “Little Havana”?

- Ⓐ It is a short boat ride from Cuba.
- Ⓑ Many Cuban immigrants live there.
- Ⓒ Some Cubans have never seen the capital.
- Ⓓ Cuban immigrants want to return to Cuba.

2. Fred Hsieh was a Chinese immigrant. He convinced others to move to Monterey Park, too.

These immigrants came from which part of the world?

- Ⓐ Asia
- Ⓑ Africa
- Ⓒ Europe
- Ⓓ South America

3. Below is a map of Illinois.



Which best describes the location of Chicago?

- Ⓐ western Illinois
- Ⓑ southern Illinois
- Ⓒ southeastern Illinois
- Ⓓ northeastern Illinois

Check Understanding

Write your answers in the boxes.

4. There are Mexicans, Asians, and Cubans living in the United States.

Choose one of these cultural groups. Identify one reason why people from this group came to the United States. Then, describe one custom of this culture. (2 points)

Identify

Explain

Assessment Scoring Guidelines

1. Answer B is correct.
2. Answer A is correct.
3. Answer D is correct.
4. An exemplary 2-point response may include:
Identify: Mexicans came to the United States to work on the railroads and in the steel mills in Chicago.
Describe: Mexicans celebrate Cinco de Mayo, a holiday that marks Mexico's defeat of France.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Country

Print pages 81–83 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Taipei is the capital of Taiwan.

Why is Monterey Park also known as “Little Taipei”?

- Ⓐ It is expensive to live in this area.
- Ⓑ Monterey Park is in a valley like Taipei.
- Ⓒ Most of the town’s Asian immigrants are from Taiwan.
- Ⓓ Fred Hsieh could attract more immigrants using this name.

2. The neighborhood called La Villita in Chicago is home to thousands of Mexicans.

La Villita means “Little Village” in which language?

- Ⓐ Czech
- Ⓑ Polish
- Ⓒ Spanish
- Ⓓ Chinese

3. Many Cuban immigrants live in Miami, Florida. The first group of immigrants arrived in the 1960s. The second group arrived in 1980.

How did the first group of Cuban immigrants differ from the second group?

- Ⓐ The first group was poor.
- Ⓑ The first group was educated.
- Ⓒ The first group had been in jail.
- Ⓓ The first group was sent by Fidel Castro.

4. Why does Chicago have a large group of Mexican immigrants?

- Ⓐ This city is near the Mexico border.
- Ⓑ Most people in Chicago speak Spanish.
- Ⓒ Chicago celebrates many Mexican holidays.
- Ⓓ The first Mexican immigrants came because jobs were available.

Check Understanding

Write your answers in the boxes.

5. There are large communities of Mexicans, Asians, and Cubans living in the United States.

Explain the terms “Asian” and “Hispanic.” Identify one reason that each cultural group immigrated to the United States.
(4 points)

Explain

Explain

Identify

Identify

Assessment Scoring Guidelines

1. Answer C is correct.
2. Answer C is correct.
3. Answer B is correct.
4. Answer D is correct.
5. An exemplary 4-point response may include:

Explain: Asian refers to people from countries including China, Japan, Taiwan, Thailand, and so on.

Identify: One reason that Asians immigrated to the U.S. was to grow potatoes and flowers in the rich California soil.

Explain: Hispanic refers to people from countries that are Spanish-speaking, such as Mexico.

Identify: One reason that Hispanics immigrated to the U.S. was to work on the railroad and in steel mills.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our Country

Print pages 85–87 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Immigrant artists painted murals on city buildings in La Villita. The murals showed scenes of Mexican life in the U.S. community.

This art movement developed in which city?

- Ⓐ Miami
- Ⓑ Chicago
- Ⓒ San Antonio
- Ⓓ Monterey Park

2. What is one reason that the people living in Monterey Park finally accepted the Asian immigrants?

- Ⓐ The immigrants celebrated many holidays.
- Ⓑ The immigrants had skills that were needed.
- Ⓒ The immigrants brought good luck to the town.
- Ⓓ The immigrants turned the town into a lush green valley.

Write your answers in the boxes.

3. Identify the main reason that Cubans immigrated to Miami, Florida. Explain one way the Cubans practiced their culture in Miami. (2 points)

Identify

Explain

Check Understanding

Write your answers in the boxes.

4. There are large communities of Mexicans, Asians, and Cubans living in the United States.

Choose two of these cultural groups. Compare their cultural practices. (2 points)

Compare

Contrast

Assessment Scoring Guidelines

1. Answer B is correct.

2. Answer B is correct.

3. An exemplary 2-point response may include:

Identify: Many Cubans left their homeland because the dictators Batista and Castro made life difficult.

Explain: Calle Octo is a street with hundreds of Cuban shops and street vendors.

4. An exemplary 2-point response may include:

Compare: The Asian immigrants in Monterey Park and the Mexican immigrants in San Antonio both celebrate traditional holidays every year.

Compare: In Monterey Park, the Japanese have a Cherry Blossom Festival. The Chinese celebrate the Chinese New Year. In San Antonio, the Mexicans celebrate Cinco de Mayo.

Contrast: The holidays celebrated in San Antonio are only Mexican or American holidays. In Monterey Park, holidays are celebrated from many different countries. There is even a festival to recognize all the different cultures in Monterey Park.



SOCIAL STUDIES • GRADE 3

Below Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our World

Print pages 89–91 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Which city has also been called Ji, Zhongdu, and Dadu?

- Ⓐ Cairo
- Ⓑ al-Fustat
- Ⓒ Sydney
- Ⓓ Beijing

2. In Cairo, there are more than 500 mosques. People pray five times a day at these mosques.

What religion are people who pray in mosques?

- Ⓐ Hindu
- Ⓑ Jewish
- Ⓒ Muslim
- Ⓓ Christian

3. What can people do at the Sydney Opera House in Australia?

- Ⓐ worship Buddha
- Ⓑ buy new clothes
- Ⓒ listen to concerts
- Ⓓ learn about the nation's history

Check Understanding

Write your answers in the boxes.

4. Compare Cairo and Beijing. Identify one way the cities are alike and one way they are different. (2 points)

Identify

Identify

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer C is correct.
3. Answer C is correct.
4. Answer D is correct.
5. An exemplary 2-point response may include:

Identify: Cairo and Beijing both have ancient sites. Cairo has ancient pyramids and Beijing has ancient palaces.

Identify: Cairo is the capital of Egypt, where people can elect the president. Beijing is the capital of China, where there is a Communist government.



SOCIAL STUDIES • GRADE 3

On Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our World

Print pages 93–95 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. By 1901, nearly four million immigrants lived in Australia.

Most of these immigrants came from which countries?

- Ⓐ Italy, Greece, and Korea
 - Ⓑ China, Mongolia, and India
 - Ⓒ France, Germany, and Holland
 - Ⓓ England, Ireland, and Scotland
2. What language do most people speak in Cairo, Egypt?
- Ⓐ Greek
 - Ⓑ Arabic
 - Ⓒ English
 - Ⓓ Chinese

3. What is true of the city of Beijing, China?

- Ⓐ It has ancient pyramids.
- Ⓑ It is located on a river and near a lake.
- Ⓒ It was on a trade route across the desert.
- Ⓓ It is one of the oldest cities in the world.

4. Who controlled Egypt at the start of World War I?

- Ⓐ United States
- Ⓑ Iraq
- Ⓒ France
- Ⓓ Britain

Check Understanding

Draw your time line in the box.

5. Draw a time line that accurately shows these events.

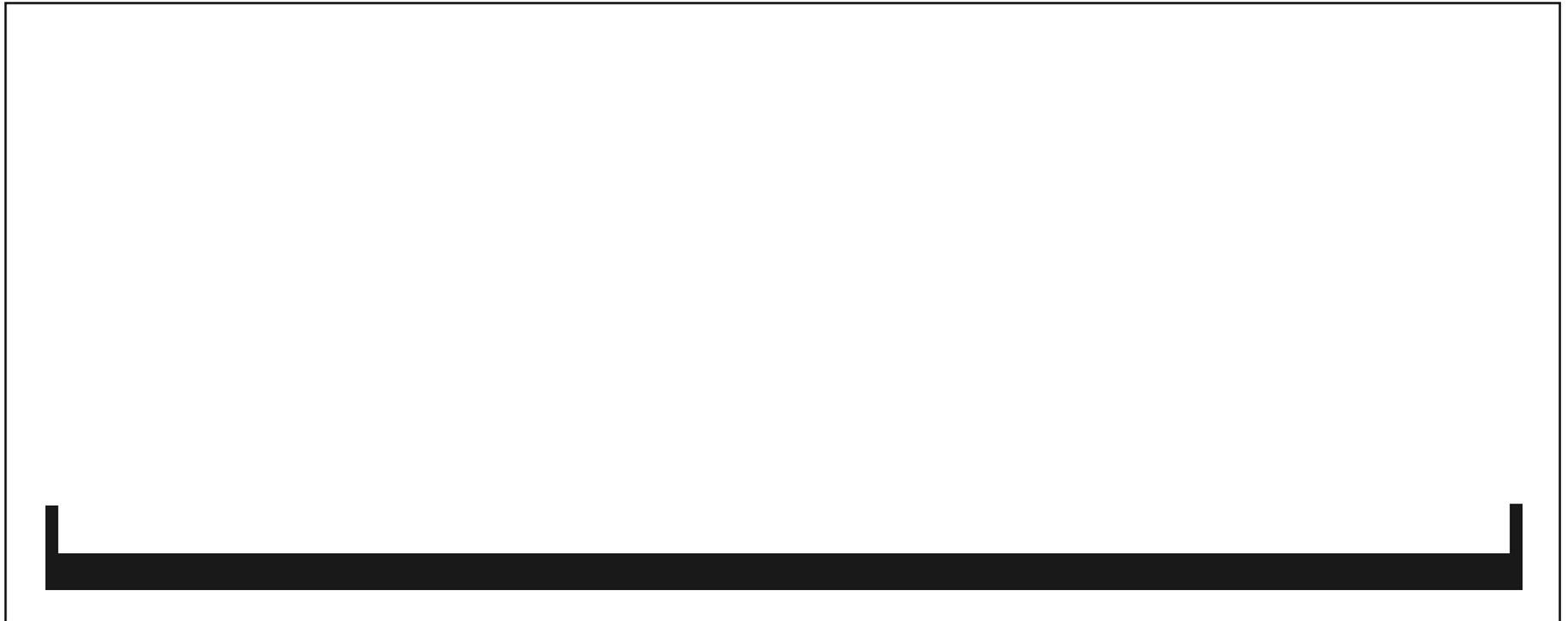
1852 - Gold is found in Australia.

1770 - The British claim Australia.

1901 - Six states form the nation of Australia.

1788 - Ships bring prisoners to Australia.

Be sure that the events are in the correct order and that you label evenly spaced intervals in your time line. (4 points)

A large empty rectangular box with a thin black border, intended for drawing a timeline. At the bottom of the box, there is a thick black horizontal line that spans most of the width, with short vertical lines extending upwards from its left and right ends, serving as a guide for the timeline's axis.

Assessment Scoring Guidelines

1. Answer D is correct.
2. Answer B is correct.
3. Answer D is correct.
4. Answer D is correct.
5. An exemplary 4-point response will provide a horizontal or vertical time line with appropriately spaced and labeled time intervals of all four events in chronological order.



SOCIAL STUDIES • GRADE 3

Above Level

| Benchmark | Grade-Level Indicator |
|------------------------|-----------------------|
| People in Societies: A | Cultures: 1, 2 |
| People in Societies: B | Interaction: 3 |

Assessments

Comparing Cultures in Our World

Print pages 97–99 of this PDF for the assessments.

Check Understanding

Shade the circle next to the correct answer.

1. Aborigines in Australia and Native Americans are similar in some ways. For example, Aborigines belong to different groups just as Native Americans belong to different groups.

In what other way are the Aborigines in Australia similar to Native Americans?

- Ⓐ They lived at the same time.
 - Ⓑ They immigrated from Asia.
 - Ⓒ They speak different languages.
 - Ⓓ They traded with British settlers.
2. Why are there more than 500 mosques in Cairo, Egypt?
- Ⓐ Cairo is home to ancient pyramids.
 - Ⓑ Most of the people in Cairo are Muslim.
 - Ⓒ Most of the people in Cairo speak Arabic.
 - Ⓓ Cairo is home to the oldest university in the world.

Write your answers in the boxes.

3. Compare religion in Australia with religion in China. (2 points)

Compare

Compare

Check Understanding

Write your answers in the boxes.

4. Cairo is a city that combines the old and the new.

Identify two ways that Cairo is old and two ways that Cairo is new. (4 points)

Identify

Identify

Identify

Identify

Assessment Scoring Guidelines

1. Answer C is correct.

2. Answer B is correct.

3. An exemplary 2-point response will include:

Compare: Most Australians are Christian but there are also Muslims, Hindus, and Jews.

Compare: Chinese may follow the teachings of Confucius or Buddha.

4. An exemplary 4-point response will include:

Identify: There are ancient pyramids

Identify: There are traditional belly dancers.

Identify: There are modern malls.

Identify: There are modern subways.